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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: How the world works (Maths – Agenda)** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| X Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  x Observation  Performance Assessment  Process-focused  **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **NUMBER:\*** Identifies numbers up to 30.  \*Using objects starts making simple addition.  \*Counts up to 30 with one to one correspondence.  \*Order numbers up to 30  \*Using objects finds draws and orders all possible 2-number combinations to make numbers 5-9. | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  Straws, containers, foamy numbers | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 20: Jan. 24th to 28th | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: Number Bonds: (Guided Practise):** Each child will have the two side foamy counters and they have to continue finding the combinations of the next numbers (each child must work in his/her own number from 5 to 9). They can represent each one graphically in their notebooks where each square represents a foamy counter.  **Station 2: Simple Addition (Guided practise):** Children should have their Heinemann book 5 and work independently through the pages with simple additions.  **Station 3: Numbers up to 30 ( scaffolding ):** The teacher will explain the students how to build the numbers with tens and units using the straws which is a material that they are already familiar with. The teacher will show the student the stack of ten straws (tens) and ask them how many straws (units) are in the bunch. After the students understand that 10 units form a ten the teacher will start building up together numbers from 10 to 20 until there are two tens (20 straws) and so on until number 30 (3 tens). Using foamy numbers explain to the children the importance of the number position, showing with examples what will happen if you change the position 12 instead of 21 or 13 instead of 31. They will have counters to count together until 30. (Homework: Practise tracing numbers from 20 to 30) (Differentiated work above).  **Station 4:Ladders and snakes**: Children will have the opportunity to play. | | | | | | | | | | | |
| Tier 2: These children will work in numbers from 10 to 20 and their homework will be in this range. | | | | | | | | | | | |
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